



ATTITUDE OF TEACHERS' TOWARDS RIGHT TO EDUCATION ACT 2009 IN EAST KAMENG DISTRICT OF ARUNACHAL PRADESH

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ABSTRACT

This paper presents an in-depth study of the attitude of teachers' towards RTE Act 2009. The act landmark legislation, it makes elementary education a fundamental right for all children between the ages of 6-14 years. The investigator made an attempt to analyse the attitude of teachers towards right to education act 2009 in East Kameng district of Arunachal Pradesh. The sample of the study comprised of 350 teachers which consists 175 Graduate teachers and 175 Post Graduate teachers. The investigator intended to measure the level of awareness of teacher towards RTE Act 2009 for which used the statistical techniques such as Mean, SD and t-test to find out the significance of difference exist among the teachers' attitude with respect to gender, tribes, and settlement. The findings of the present study revealed that there is no significant difference in attitude of Graduate and Post-Graduate teachers, male and female teachers, rural and urban teachers. Lastly, the investigator found out that tribal and non-tribal teachers had significantly difference.

KEY WORDS: Right to Education Act 2009; elementary education; teacher attitude.

Introduction:

Education is considered as mechanism of creation of a future generation. It makes them capable of facing the challenges of the present and future. The universal declaration of human rights (1948) considered elementary education as the basic human right of all people. Accordingly, all nations prioritized universal access to education. The developed and developing countries have attained universal or near universal access to primary education. Now the focus is on the quality of student learning. The quality concern is not uniform across the nations. The developing and poor nations are still striving for expansion of educational access. It has been established that access to education and its quality are not sequential elements.

The Right of Children to Free and Compulsory Education Act, 2009 popularly known as Right to Education (RTE) Act is one of the far-reaching reforms in the landscape of education of free India. The history of this Act lies in the constitutional amendment (Article 21A) of the Indian Constitution making education a fundamental right. Though it took more than 5 years for the Act to see the light of the day since its conceptualization, commencement of the Act with effect from 1st April, 2010 is the first step in providing the children within a given age range a guaranteed opportunity to be provided with free and compulsory education. This is possibly one of the unique steps toward developing a comprehensive inclusive educational policy in India.

Some of the major provisions of the Act are as under:

1. The Act covers all children within the age range from 6 to 14 who will be entitled to free and compulsory education in a neighborhood school.
2. The scope of the Act is limited to elementary education i.e. education from class-1 to class-8.
3. The Central as well as the state governments will have concurrent responsibility for providing funds necessary to meet the expenses under the Act. The government as well as the local authorities defined in the Act will also be responsible for availability of a neighboring school for admission of such children.
4. It will be mandatory for all schools to admit children belonging to weaker sections and disadvantaged groups, to the extent of 25 per cent of the strength of the class, in Class-1.
5. No admitted child can be held back in a class or expelled until completion of the elementary education. The Act specifically bans any type of capitation fees or any screening procedure for admission to a school. The Act also makes it compulsory for the parents of the children in the given age range to admit their children in the schools.
6. The Act specifies various standards & norms including infrastructure, Teaching standards, students-teacher ratio, and formation of school management committee among others. It also talks about improving the quality of teachers as well as developing a national curriculum for elementary education.
7. The Act provides for monitoring the rights of the children under the Act by

the National Commission for Protection of Child Rights or the concerned State Commission.

8. The Act also makes it mandatory for all schools to follow the guidelines of the Act to be eligible for continuity of operation or for start of a new school.
9. Several penal provisions are also prescribed in the Act towards non-compliance.

The academicians and people belonging to educational fraternity have an immense role to play through:

- i. Creating an awareness about the Act and its benefits as well as hurdles,
- ii. Helping the governments at various levels in developing curriculum as well as training teachers for primary sector,
- iii. Being a part of the civil society to ensure proper implementation of the Act in our respective places through mentoring / coaching various stakeholders, and finally
- iv. Conducting research & providing inputs to the governments / relevant authorities about effectiveness of the Act at the ground level.

Finally, how far the Act succeeds in creating an inclusive society in the long-run will be the acid test of its effective implementation.

Need and Significant of the Study:

The aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote understanding, friendship and tolerance. In Indian tradition teacher is accorded higher status than parents because he ignites the inherent talents and moulds the character of students. The teacher is the backbone of the educational system, maker of the mankind, and architect of the society. In the western World also, the teacher occupies great respect. The teacher affects eternity, his influence does not confine to a particular state or a country, and it transcends all the boundaries. Dr. Radhakrishnan chaired University Education Commission (1948-49) and said "the right kind of teacher is one who possesses a vivid awareness of his mission. He not only loves his subject, he loves all when he teaches. His success will be measured not in terms of percentage of passes alone not even by the quality of original contribution of knowledge-important as they are, but equally through the quality of life and character of men and women he has taught". The Right of Children to Free and Compulsory Education (or RTE) came into force in India with effect from 1 April 2010 (GoI 2009). The new law must be seen from the perspective of children. It provides a justiciable legal framework that entitles all children between the ages of 6-14 years to an education of reasonable quality, based on principles of equity and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More importantly, it provides for the child's right to education that is free from fear, stress and anxiety. The RTE Act has important implications for the overall approach and implementation strategies of SSA, and it is necessary to harmonize the SSA vision, strategies and norms with the RTE mandate. In April 2010, Arunachal Pradesh implemented RTE in all dis-

tricts of the state. The investigator thought to seek the opinion of elementary school teachers regarding the attitude of teachers towards RTE Act in East Kameng district of Arunachal Pradesh and consequently the following problem was taken in hand for investigation. Therefore, the issue would be of enforceability and not one of justiciability.

Objectives of the study:

1. To study the attitude of graduate and post graduate teachers of the district;
2. To study the attitude of male and female teachers of the district;
3. To study the attitude of rural and urban teachers of the district;
4. To study the attitude of Tribal and Non-tribal teachers of the district.

Hypotheses:

1. There is no significance between the attitudes of graduate and post graduate teachers after the implementation of RTE Act of East Kameng district.
2. There is no significant difference between the attitudes of male and female teachers of East Kameng district.
3. There is no significant difference between the attitudes of rural and urban teachers of East Kameng district.
4. There is no significant difference between Tribal and Non-tribal attitude of teachers in East Kameng district.

Methodology of study: As the study confines to the attitude of teachers' towards RTE Act 2009 in East Kameng district of Arunachal Pradesh. The researcher was used survey method under descriptive research.

Population of the study: All the teachers of Elementary school of East Kameng district of Arunachal Pradesh has been selected population of the study.

Selection of the Sample: The study will follow random sampling procedure. All the teachers of Elementary school (i.e. I-VIII classes) of East Kameng district has been selected for a present study. Total numbers of teachers are taken 350 as a sample. Out of 350 teachers, 246 are rural teachers and 104 are urban teachers.

Tools used in the present study: Tools and technique used in a research study depends upon the purpose of the study and the nature of data to be collected. Attitude scale used in this constructed and standardized by Likerts' method. The attitude scale was solicited on a five point scale. It consists of 29 statements.

Procedure of data collection:

In order to collect information from the teachers of different educational institutions, a tentative programmed schedule was prepared and the selected institutions were visited by the investigator himself. The investigator approached the Head of the institutions and stated the purpose of visiting the institution and obtained his/her permission to administer the test. On the day of the Administration the investigator read out attitude scale by giving instructions to the teacher. The teachers were requested to respond by put the tick mark on any of the five responses given against each item.

For each individual, total score was obtained by summing his/her scores for the individual items. Likerts' scale method of scoring was adopted to score the test. According to his scale the total scores obtained on all the items measures a teachers' favorable attitude towards the RTE Act. The attitude scale consisted of 29 statements. There are five option against each statement, i.e. Strong Agree, Agree, Undecided, Disagree, Strongly Disagree. The scoring for each preference is as follows:

- SA =Strong Agree =4
- A =Agree =3
- U =Undecided =2
- D =Disagree =1
- SD =Strongly Disagree. =0

All the statements in the scale considered with 3 categories of attitudes, i.e. to know the attitudes of teachers towards RTE Act, RTE Act 2009 is an effort to SSA through participation of teachers to the elementary school stage and it's a target to provide quality elementary education to all teachers in elementary school stage.

Analysis and Interpretation of Data:

After the completion of scoring work the attitude score of 350 teachers were listed and the frequency table was prepared to compute the mean attitude score of 350 teachers. Computation of Mean, Standard Deviation and t – test were employed for analysis of data. The values of Mean, SD, and t – value are presented in table 1 to 4 and those are put under:

Table-1: Frequency Distribution Table of attitude scores of Teachers of Elementary School stage in East Kameng District of Arunachal Pradesh.

Class Interval	f	x	fx	fx ²
110-119	1	+4	4	16
100-109	16	+3	48	144
90-99	35	+2	70	140
80-89	79	+1	79	79
70-79	87	0	0	0
60-69	84	-1	-84	84
50-59	32	-2	-64	128
40-49	15	-3	-45	135
30-39	1	-4	-4	16
	N=350		Σfx=4	Σfx ² =742

$$\begin{aligned}
 \text{Mean} &= AM \pm \left(\frac{\sum fx'}{N} \right) \times i & SD &= \frac{i}{N} \sqrt{N \times \sum fx^2 - (\sum fx)^2} \\
 &= 74.5 \pm \left(\frac{4}{350} \right) \times 10 & &= 0.02 \sqrt{350 \times 742 - (4)^2} \\
 &= 74.5 + 0.11 & &= 0.02 \sqrt{259700 - 14} \\
 &= 74.61 & &= 0.02 \times 509.59 \\
 & & &= 10.19
 \end{aligned}$$

Interpretation: The researcher developed and used the attitude scale to measuring the attitude of Teacher towards RTE Act in East Kameng district of Arunachal Pradesh. The attitude scale possessed 29 statements relating to the nature of RTE as an educational Programme at elementary school stage. As per the weightages to responses against each statement, the maximum and minimum scores of any sample of individual would be 0.0 (29 x 0= 0.0) and 116 (29x4=116) respectively and the attitudes mean scores of the scale is 58.00 $\left(\frac{0+116}{2} \right)$.

The frequency distribution Table-1 used for the computation of attitude mean score of elementary 350 school teachers towards RTE and it came out to be 74.61 whereas the mean score of the attitude scale is 58.0, so, the computed attitude mean score of 350 elementary school teacher was found higher than the attitude mean score of the scale and the attitude of teachers considered quite favourable for RTE as an educational programme in East Kameng district of Arunachal Pradesh. Further, the researcher computed the SD by using the Table -1 and it came out to be 10.19 which shows the variation of attitude scores of the teachers which means the computed attitude mean score of elementary school teachers varies from 64.48 to 84.80 and again it is greater than the Attitude Mean Score(58.0) of the scale.

Table-2: Showing Significant Difference Between Attitude of Graduate Teacher and Post-Graduate Teacher Towards RTE Act 2009 in East Kameng District of Arunachal Pradesh

Teachers	N	Mean	SD	SE _d	Computed 't'-value	Table 't' value at (.05 level)	Level of Significance at
Graduate	175	74.39	11.41	1.35	0.33	1.97	Not Significant
Post-graduate	175	74.84	13.93				

The table-2 reveals that the computed t-value came out to be 0.33 which is lesser than the table value (1.97) at .05 level of confidences for 348 df. Therefore, the formulated hypothesis: "There is no significance difference between the attitude mean scores of graduate and post-graduate elementary school teachers" got retained. From this, it is interpreted that the elementary school graduate and post-graduate teachers really don't differ in their attitude towards RTE Act 2009 and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 74.39 and 74.84 respectively.

Table-3: Summary of Results of Attitude Mean Scores, SDs and t-value of Male teacher and Female teacher towards RTE in East Kameng District of Arunachal Pradesh.

Groups	N	Mean	SD	t-value
Male	205	75.03	13.06	0.80
Female	145	74.01	10.73	

Interpretation: The table-3 reveals that the computed t-value came out to be 0.80 which is lesser than the table value (1.97) at .05 level of confidences for 348 df. Therefore, the formulated hypothesis: "There is no significance difference between the attitude mean scores of male and female elementary school teachers

towards RTE as an educational programme” got retained. From this, it is interpreted that the elementary school male and female teachers really don't differ in their attitude towards RTE and both groups of teachers have been found with highly favourable attitude as their attitude mean score are 75.03 and 74.01 respectively.

Table-4: Summary of Results of Attitude Mean Scores, SDs and t-value of Rural teacher and Urban teacher towards RTE in East Kameng District of Arunachal Pradesh.

Groups	N	Mean	SD	t-value
Rural	246	74.41	14.79	0.42
Urban	104	75.07	12.50	

Interpretation: The table-4 reveals that the computed t-value came out to be 0.42 which is lesser than the table value (1.97) at .05 level of confidences for 348 df. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of rural and urban elementary school teacher towards RTE as an educational programme “got accepted. From this, it is interpreted that the elementary school rural and urban teachers really don't differ in the attitude towards RTE and both groups of teachers have been found highly favourable attitude as their attitude mean score are 74.41 and 75.07 respectively.

Table-5: Summary of Results of Attitude Mean Scores, SDs and t-value of Tribal teacher and Non-Tribal teacher towards RTE in East Kameng District of Arunachal Pradesh.

Groups	N	Mean	SD	t-value
Tribal	279	73.71	11.75	2.71
Non-Tribal	71	78.16	15.84	

Interpretation: The table-5 reveals that the computed t-value came out to be 2.71 which is greater than the table value (1.97) at .05 level of confidences for 348 df. Therefore, the formulated hypothesis: “There is no significance difference between the attitude mean scores of Tribal and Non-Tribal elementary school teacher towards RTE as an educational programme “got rejected. From this, it is interpreted that the elementary school Tribal and Non-Tribal teachers really don't differ in the attitude towards RTE and both groups of teachers have been found highly favourable attitude as their attitude mean score are 73.71 and 78.16 respectively.

Major Findings of the study:

1. Most of the elementary school teachers' attitude considered quite favorable for RTE as an educational programme in East Kameng district.
2. There is significant difference between Tribal and Non-tribal attitude of teachers in East Kameng district.
3. There is no significant difference between the attitudes of rural and urban teachers of East Kameng district.
4. There is no significant difference between the attitudes of male and female teachers of East Kameng district.

Conclusion:

It is very comprehensive and continuous process to enhance the quality education in elementary education, but it will bring the drastic change in RTE Act 2009 education implemented and relatively in elementary education. It will help the continuous quality improvement in Elementary education. It will cause to rise in quality of education that will make the change from normal development to advanced development of the nation. Consistently, after implementation of RTE Act 2009 the result of teachers' attitude focus on quality education process in east kameng district of Arunachal Pradesh.

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